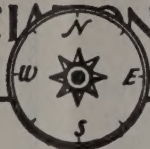


The COMPASS

AMERICAN ASSOCIATION OF SOCIAL WORKERS



SCHOOL OF SOCIAL WORK
University of Illinois
New Pier, CHICAGO

July-August 1938

THE 1938 DELEGATE CONFERENCE COMPLETE REPORT OF THE CONFERENCE RESOLUTIONS COMMITTEE

Professional Strengths and Their Attainment
The Trained Social Worker and Education
Interpretation on the Radio
Social Work Students Organize
Civil Service Examination Announcement
Regulations Regarding Reinstatement
Election Results

Volume XIX Numbers 10 and 11

THE helpful aid of members of the Washington State Chapter who volunteered to assist with the registration at the Delegate Conference and helped in manning the AASW booth at the NCSW is acknowledged in the Report of the Resolutions Committee. The national office staff hereby seconds the motion.

A. DELAFIELD SMITH, who prepared the paper "Professional Strengths and Their Attainment," on page 11, presented at the Delegate Conference, is an attorney in the office of the General Counsel of the Social Security Board.

THIS issue is a combined July-August number and should be considered Volume XIX, Numbers 10 and 11. The next issue of THE COMPASS will be published October 1938 and will be Volume XX, Number 1.

INTERPRETATION via radio presents many obstacles. However, the Cleveland Chapter was successful in the use of this medium. Donald B. Hurwitz describes the Cleveland experiment in an article that begins on page 23.

AN important pending Civil Service examination is described in the announcement which begins on page 29. This will undoubtedly be of interest to a large segment of the membership and particularly because of the qualifications required of candidates. An announcement has been sent to all chapter chairmen calling their attention to the examination and asking them to notify members in their territory.

ATTENTION is called to the announcement regarding reinstatement regulations on page 25. Members of the Association are asked to cooperate in bringing this announcement to the attention of former members.

THE new officers of the AASW are listed on page 24 of this issue. The roster is headed by Harry Greenstein, of Baltimore, Maryland, who succeeds Linton B. Swift, of New York, as President.

THIS is the last issue of THE COMPASS, the proofs of which will bear the initials T. H. H.

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THE COMPASS

Published monthly except September by

AMERICAN ASSOCIATION OF SOCIAL WORKERS

Publication office 374 Broadway, Albany, N. Y.

Editorial and General office 130 East 22nd St.,
New York, N. Y.

VOLUME XIX

NUMBERS 10 & 11

Officers

Harry Greenstein, *Pres.* Grace Abbott, *3rd V-Pres.*
Grace L. Coyle, *1st V-Pres.* Frederick I. Daniels, *Treas.*
Martha A. Chickering, *2nd V-Pres.* Leah H. Feder, *Sec.*
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Thomas H. Hoare.....*Editor, The Compass*

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Entry as second-class matter at the post office at
Albany, N. Y.

Acceptance for mailing at the special rate of postage provided for in Section 1103, Act of October 3, 1917,
authorized June 28, 1924

Subscription: Non-Members \$1.00 per annum. Subscription of members of the Association included in annual dues.

THE 1938 DELEGATE CONFERENCE

A Summary Report

ONE hundred and sixty-three delegates and alternates, representing fifty-three chapters and five councils, answered the chairman's gavel Friday morning, June 24th, in the Spanish Ballroom of the Olympic Hotel, Seattle, Washington, and the 1938 Delegate Conference was under way.

Delegates appeared prepared to discuss proposals made in special reports sent to them in advance, which included questions involving the location of the national office, distribution of dues, Association purpose, aims and objectives, membership requirements, election methods, delegate conference representation, chapter organization and the total program of the Association.

Three reports, one, the so-called "Blue Book" or *Report of National Organization and Activities*, prepared by the national office staff, the *Report of the Special Committee on Structure and Participation* and the *Report of the Committee on Chapter Organization and Programs* supplied the basis for much of the lobby discussion prior to the sessions.

Floor discussion during the two days revealed delegates to be thoroughly familiar with these documents and ready to act on questions raised from the floor. Debate was pointed and lively, supplying added evidence of preparation on the part of delegates. Every evidence of a whole-hearted interest in the continued development of the Association was displayed by delegates and it appeared that the "dissatisfactions" which had been noted by the Committee on Structure and Participation in its report were general rather than specific and related to

the recognition that the profession was not yet equipped or able to deal effectively with many of the problems that beset social work. There did not seem to be any widespread dissatisfaction with the program as it had been developed nor with the form of organization. A number of constructive proposals for future development were brought out in the discussion and referred for further membership discussion.

As evidenced by the report of the Resolutions Committee (printed elsewhere in this issue), the Conference was well aware of past accomplishments and current progress. Every evidence of a wholesale appreciation of the heavy burdens carried by committees and the limitations imposed on program development by restricted finances was shown both in debate and final action taken. However, in the words of one delegate, "We have cut out a job for ourselves next year and the year after to follow through on the suggestions and plans outlined at this session."

Friday Morning Session

Called to order by President Linton B. Swift, who, in his open-

ing address titled "Our Problems of Today—In the Light of our Past and Our Future," singled out the following questions as pertinent for discussion: (1) The need for a clarification of Association purposes and functions; (2) the scope and composition of Association membership; (3) the question of a common base of professional competence; (4) the role of chapter organization in the Association; and (5) the achievement of greater par-

PROGRAM

FRIDAY, JUNE 24

Morning Session—10:00 A.M.

PRESIDENT'S ADDRESS... Linton B. Swift
Organization of Conference
Report of Committee on Conference Program
Report of Committee on Chapter Organization and Programs
Report of Committee on Structure and Participation
Report of Executive Committee

Afternoon Session—2:00 P.M.

Discussion of Reports Presented at Morning Session

Evening Session—7:30 P.M.

Division on Government and Social Work

SATURDAY, JUNE 25

Morning Session—10:00 A.M.

Open Forum Discussion: Professional Education and Standards—Based on Report Material from Divisions and Committees

Afternoon Session—2:00 P.M.

Paper: Professional Strengths and Their Attainment—A. Delafield Smith
Report of Resolutions Committee

ticipation and communication within the membership.

Following the president's address, the Conference Committee, through Reuben Resnick, of California, submitted a set of rules to govern conference sessions. The adoption of these rules permitted the presentation of the Association's financial position by Malcolm Nichols, of Boston, a summary of the Executive Committee's report by the president, the report of the Committee on Chapter Organization and Chapter Programs by Mrs. Norma Y. Queen, of Denver, and the report of the Special Committee on Structure and Participation by Conrad Van Hyning, of Wilkes-Barre.

At the conclusion of the report session, the chair announced the appointment of the Committee on Resolutions, of which Kenneth L. M. Pray, of Philadelphia, was chairman and the following were members: Mary Burroughs, Northern California; Helen Crosby, New York; Leah Feder, St. Louis; Edwina Lewis, Chicago; Edward D. Lynde, Cleveland; Freda Mohr, Los Angeles.

Friday Afternoon Session

Convening at 2:15 the conference body, on a motion by Mr. Resnick, took advantage of a parliamentary device to facilitate discussions by adopting a motion to resolve itself into the Committee of the Whole. President Swift stepped down from the rostrum to be replaced by Martha Chickering, of California, as chairman of this committee. Delegates then proceeded to analyze the report of the Special Committee on Structure and Participation and moved, during the course of the afternoon, to adopt the recommended action of the Executive Committee in respect to resolutions 1, 2, 3, 4, and 5, in the report of the Special Committee. This together with action in respect to a resolution from California chapters for an amendment to the by-laws to provide for a change in the set up of the Executive Committee automatically went to the Resolutions Committee for final and official consideration.

Friday Evening Session

Donald Howard, acting in the absence of Dorothy Kahn, presented a summary report of the activities of the Division on Government and Social Work, sketching the activities of the Division from its inception. Mr. Howard pointed out the extensive program carried on during the past several years, indicating its direction and content. During the discussion following the presentation

of the report, it was apparent that the conference was aware of the limitations in the way of finances faced by the Division but indicated its approval of the general direction of the program and its wish for a continuation and expansion of this type of activity.

Saturday Morning Session

Taking advantage of the Committee of the Whole device again, the conference considered the report on chapter organizations and chapter programs presented by Mrs. Norma Y. Queen and moved to accept the recommendations of the committee and of the Executive Committee in respect to resolutions presented in that report.

Resolutions 6, 7, and 8 of the Committee on Structure and Participation were then taken up. Resolution 6 pointed out that the present income of both the National Association and the chapters was insufficient to provide the professional services necessary for the proper growth of the Association and that there should be discussion by the membership during the coming year as to how additional revenues could be provided so as to equip properly the program of the Association and of the chapter units.

In discussion of this financial issue the reports and resolutions recommended by the Committee on Chapter Organization and Program were also thrashed over and endorsed by informal vote of the Committee of the Whole. During this period Jacob Kepecs, for the Chicago Chapter delegation, presented that chapter's plan for having one-sixth of the revenues of the National Association divided under specified conditions among the chapters. The vote in the Committee of the Whole on the recommendations of the Committee on Chapter Organization and Program, however, brought out a strong endorsement of the latter Committee's proposals. Those were in brief: (a) that the great variation in the size, territory, and leadership in the chapters showed the need for regarding chapter financing as a matter in which the chapter should take initiative and should receive the backing of the National organization; (b) that the chapters needed more revenues but that the services derived by chapters from the work available under that National budget were necessary as a basis for further chapter effectiveness and therefore that the services of the National Association should not be curtailed; and (c) that where projects initiated by chapters were of National significance and

(Continued on Page 22)

President's Address 1938 Delegate Conference

Our Problems of Today in the Light of Our Past and Our Future

By Linton B. Swift, President

We are always under the temptation to think of our current professional problems as though they had arisen only yesterday and were going to be settled today, whereas if we but meditate a moment, we can easily see that most of them are implicit in the history of any genuinely professional development. They are a part of a process of evolution, rooted in our past and—many of them—marching with us in our future. To see them clearly we need always a lively sense of history.

Let us take a few of the problems which we are going to discuss today, and trace them briefly backward and forward. I am not offering here any solutions of these problems themselves (that is your task); I desire merely to sketch in a perspective. Among the questions which we shall discuss directly or by implication during these two days, are:

1. The need for clarification of Association purposes and functions.
2. What is or should be the scope and composition of Association membership.
3. What is our common basis of professional competence.
4. What is the role of chapter organization in the Association.
5. How may we achieve greater participation and communication within the membership.

In its report to be discussed today, the Committee on Structure and Participation emphasizes particularly the necessity for a clearer definition of Association purposes and functions, as a basis for working out the other problems which trouble us. Many of us are somewhat chagrined,—or even a little irritated—that we are not already unanimously agreed on common purposes and functions. But a mere glance back over our past history should bring a realization, not only that this lack of definition is natural, but that too clear a formulation in previous stages of our development would have been premature.

First we had, up to the year 1921, the Social Workers' Exchange whose primary purpose might be roughly described as certification and job finding. Its transformation in 1921

into the American Association of Social Workers marked the development of a new and broader conception, but the job finding function stayed with us until the later organization of the Joint Vocational Service, and it is perhaps only natural that many persons still think of Association membership primarily as a form of certification, rather than as an opportunity for participation in the development of a new profession.

With the period of discussion and adoption of our present membership requirements, there came a definite recognition of professional development as a major purpose, but perhaps without full comprehension of all of its implications. Concentration upon internal professional issues was probably confused, or at least delayed, by the fact that when the new professional requirements went into effect, we were almost simultaneously compelled to concentrate our efforts on bringing social work knowledge and influence to bear upon the National relief problem, and for several years after the beginning of the depression one might justifiably have thought that social action was our major concern, at least in practice.

Now, however, we are beginning to re-examine our basic reasons for existence as an Association and the ways in which, jointly and individually, we can most effectively define and achieve professional purposes. From each of these previous stages of development, we inherit much that is of value, as well as much which must be discarded. I believe that we are now in a period where we can, together, develop formulations of purpose and of professional content more enduring than any which might have been formulated before, to which we should be able to relate our concern with social action and other collateral responsibilities.

As a basis for discussion here, and later discussion and reformulation through the chapters, you have two statements of purpose distilled from past efforts; that of the Committee on Structure and Participation, and the suggested statement drafted by the Division on Personnel Standards which you will find in your discussion material. Each has

its real values; the first had the value of brevity, but perhaps it needs a little more of the content of the second.

Our problem of defining the scope and the composition of a Professional Association is also related to these several stages of past development. It differs from the problem of definition of purpose in that, while purpose may endure, it is the essence of a profession that its content should change through growth. If we ever declare that social work as a profession will permanently include only certain functions and types of practice, that point will mark the beginning of professional decay. For any profession achieves and maintains vitality only to the extent to which it is the nucleus of a larger movement, from which it absorbs from time to time new functional activities which have become definitely recognized as having professional content. The best we can do at any given moment is to determine what types of practice at that time should be so recognized.

If we see these accretions to our professional nucleus as part of an evolutionary process, we shall not be in too much of a hurry to absorb a new area of practice before its professional content is clearly recognized, but we shall also understand that few negative decisions are permanent, and that professional content may be recognized tomorrow which is not recognized today.

In discussing the scope and composition of our professional group, I have also necessarily touched upon a third problem—the need for a more clearly understood common basis of professional competence. This however is a matter of depth as well as scope. The time was when we accepted individual experience and observation as a substitute for professional education. Whatever we called ourselves, social work was then essentially a craft and not a profession.

Then we began to see that through his individual experience, alone, a social worker could never acquire the results of the accumulated experience of others, and that treatment of the complex problems of human beings also requires a synthesis of knowledge from other fields, all of which can be gained only through professional education. Some of the proposals for changes in our membership requirements raise again the question of whether social work is essentially a craft (learned through individual experience on the job) or a profession (learned through professional education and applied and enriched through practice). Is that question settled, or are we continuing to make the decision?

Turning from these basic questions to some

of our problems of operation as an Association, our history helps us still more in seeing that the role of Chapter Organizations raises questions not of rights and obligations now consciously granted or denied, but of stages in an evolutionary process. We need to remember that in our early days there were no local chapters; that they were first developed primarily upon the basis of local interests; and that ten years ago there were less than one-half as many chapters as now. We are not necessarily changing from organization on a national basis to organization on a chapter basis, but we have reached a stage in our development where, as the Committee on Structure and Participation points out, we need more clearly to define the relationship of the parts to the whole. In the Executive Committee and in the Administration of the Association, we have long recognized the local chapters as the place in which our most vital experience and participation must develop. Hence the appointment several years ago of the Committee on Chapter Organization and Program, from which you will hear not only today, but in the future.

As to our fifth problem, our need for the development of greater participation and communication within the membership should also be seen in the light of the several stages in our growth. In the days of the National Social Workers' Exchange, and even immediately following the organization of the Association, there was no widespread yearning for active membership participation. In those days most of us were quite satisfied with the fact of membership and its incidental benefits, confining our actual participation to attendance at annual meetings. It is only with a greater consciousness of common professional aims, infused and vitalized by social purpose during our recent years of social action, that the Association has come to have the personal significance to us, which alone can motivate demands for participation.

Even now, however, we are too likely to think of participation as a right which is conferred, rather than as one which is earned through *doing*. The initial channel for membership participation obviously lies in chapter activity; yet how many chapters still find difficulty in securing live participation within the local group? If participation locally is difficult to achieve, how much greater are the difficulties nationally? When, as a matter of interest as well as obligation, members in every chapter are engaging in individual or joint study of their own practice and of the needs of clients; when through this activity we have an increasing contribution of professional material for national discussion and

use—then we shall have reached a stage where participation will inevitably take place.

Obviously such participation is not a one-way but a two-way process. The National Association with its committees must receive if they are to be able to give; what flows back from them to the membership in the chapter must re-enter the process there. Both in the national and in the local setting, we must put our minds critically and creatively to work on the material which comes from either source.

And finally, what vision have we of the social work of the future? Are we participating in a movement which may vanish, or are we pioneering in the development of a relatively new but enduring professional discipline which will both contribute to and gain from the as yet non-existent science of human relationships? Is our allegiance to social work, as we know it, based primarily upon self-interest or upon intellectual conviction, or upon something deeper and difficult to define. Perhaps our underlying motivations are taken for granted, but what of the needs and the potentialities, the aspirations and the frustrations of that struggling but

inarticulate portion of humanity to whose service we are dedicated.

No amount of intellectual understanding can take the place of the inner "dynamic" which gives our profession personal meaning. That "dynamic" is perhaps a complex of motivations which among other things must include a deep feeling for troubled human beings as people, and not merely as problems; a faith in the actual and potential values of social work to them and to society; a belief that our tasks require, increasingly, a background of knowledge and skills which can be adequately secured only through professional education and experience; and above all, a determination not to allow ourselves to be turned aside from our common goals by motives of selfish interest, of jealousy, or of current expediency.

Let us hope that during all of our discussions during these two days we may be able to hold to these motivations, seeing the problems which we discuss in terms of our past and future history, in which our decisions of the moment may influence, if they do not determine, what we shall be ten years from now.

Report of the Resolutions Committee 1938 Delegate Conference

By Kenneth L. M. Pray, Chairman

The members of the Resolutions Committee have found deep satisfaction in the task of reviewing and summarizing the outcome of this interesting and significant Delegates' Conference, for final consideration by its members. The judgment of the Conference Committee and of the Executive Committee in choosing to focus our attention at this time upon the Association's own problems of function, structure and operations, has been amply vindicated by the constructive quality of the entire discussion, by the obvious interest and active participation of the delegates, and, especially, by the extraordinary measure of agreement that has emerged from vigorous and penetrating debate.

The Committee proposes, first of all, a vote of sincere appreciation to our President, Mr. Swift, and to Miss Chickering, who so ably presided over our deliberations in Committee of the Whole, for the very large part they have played, through their consistently fair, friendly and stimulating leadership, in creating and sustaining these high standards of

discussion. To our Secretary, Walter West, and his associates of the National staff, and to the members of both standing and special committees, we are also indebted for long and thoughtful labors in preparing for our use a great mass of indispensable factual material and for many recommendations that have given direction and vitality to our deliberations. Special thanks are due to Mr. Van Hynning and the members of the Special Committee on Structure and Participation, and to Miss Wagner and her colleagues of the Committee on Chapter Organization and Programs. Our sincere thanks are also due to the Washington Chapter of the Association, for their many courtesies and help during the Conference, including the provision of volunteer services of registration and the arrangements of meeting places.

Finally, we wish to acknowledge most gratefully the contributions to the success of the Conference that have been made by a number of local chapters, whose highly interesting and suggestive proposals have given

new evidence of the profound value to the Association as a whole of vigorous local initiative and leadership, coupled with a fine sense of responsibility for united cooperation in behalf of the sound growth of the Association.

The conclusions reached by the Conference have been largely founded upon a consistent effort to build the Association's future upon that base, by encouraging the active, creative participation of our total membership in the formation and operation of Association policies and projects, since it is out of their daily practice and crystallized philosophy that professional standards and achievements must grow. However, the Conference has also repeatedly indicated its desire for expeditious movement in carrying out its decisions. To unite the values of thorough discussion, both by national and by local bodies, with the need for prompt and decisive action on important questions, certain procedures and time schedules have been suggested in conference discussions, which we now propose for definite adoption. Since they are equally applicable to most of the subjects upon which the Conference has asked for further specific action, as indicated in the resolutions immediately following, they are here stated once for all, to avoid needless repetition in each of such resolutions.

I. The Executive Committee shall be charged with responsibility for gathering and summarizing all specific proposals and the facts upon which they are based, together with the discussions of this Conference upon them. The Committee, in the light of this material, shall formulate specific recommendations for such changes in the by-laws or in Association policy and procedure as may be necessary to carry into effect sound proposals concerning the subjects discussed at this Conference and considered in the resolutions immediately following this schedule. This material shall, if possible, be submitted to the Chapters for discussion and criticism not later than October 1, 1938.

II. Chapter officers shall be specifically requested by the Executive Committee to devote one or more meetings of each chapter to the consideration of these proposals, not later than December 1, and to report their comments and conclusions to the National office not later than January 1. In the accomplishment of this purpose the delegates of this Conference have a definite obligation to stimulate prompt and thorough discussion of the issues by local chapters and committees.

III. The Executive Committee shall review the comments submitted by the Chapters and by individual members, and shall then formulate a revised statement of each

proposal, which shall be submitted to the entire membership not later than March 1st, if possible, or in any event at least sixty days before the date set for a meeting of the Delegate Conference. Such a conference, for final action upon these proposals, including necessary amendments of the by-laws shall be held in May or June, 1939.

This Delegate Conference has indicated a desire upon the part of the chapters for larger participation in the formation of Association policies. This is an opportunity to demonstrate the value of such participation. Since the Executive Committee has been charged with the responsibility of organizing and using material which the chapters, under this procedure, must send on to headquarters, it is clearly incumbent upon the chapters to take their full part, promptly and effectively, in supplying this material. If an effective Delegate Conference is to be held in the Spring of 1939, it is imperative that material be kept moving between the chapters and the national office.

With this procedure and time schedule as a uniform and basic condition governing specific action growing out of this Conference, with respect to certain crucial problems, the Committee recommends the formal adoption of the following resolutions:

1. That a statement of purpose of the Association be formulated and adopted, which will more clearly define the reasons for the Association's existence and the scope of its interests, and which will more effectively guide the determination of its structure and functions.

2. That the formulation of this statement of purpose shall be accompanied by a diligent effort to translate its general terms into a reasonably specific definition of functions, both of the national organization and of the chapters.

3. That the provisions of the present by-laws providing for the election of officers and governing body of the national association shall be revised, to provide a larger degree of democratic participation in that process and a greater measure of certainty of adequate representation in places of responsibility of all significant groupings in the membership of the Association, geographical and otherwise.

In undertaking this revision, consideration shall be given to the several points which have chiefly engaged the attention of this Conference, namely:

First, the size of the governing body, in relation to the variety of interests to be represented;

Second, the designation of this body as a Board of Directors, with power to select from its own membership a smaller executive committee, clothed with responsibility defined by the Board, for conducting the operations of the Association between meetings of the larger governing body;

Third, the selection of all or a part of the members of this governing body upon the basis of regional or other representation of significant groupings within the Association's membership;

Fourth, the election of officers by the governing body from among its own members, or as an alternative the continuance of election by the total membership of the Association by general ballot;

Fifth, in the latter event, the method of nomination, whether it shall be in a single slate or shall require two or more nominations for each office;

Sixth, the amendment of the present provisions for nomination by petition, to facilitate that process through a reduction of the number of signatures required for such petitions;

Seventh, the relation of all these proposals to the maintenance of the principle of overlapping terms of office;

Eighth, the choice of members of the proposed Executive Committee or operating committee of the governing body, upon the basis of travel time or travel distance from central headquarters.

A number of important proposals not necessarily involving immediate formulation of specific changes of policy but necessitating further study and later report to another Delegate Conference, have received consideration in the Conference proceedings. Upon certain of these matters, the Committee recommends adoption of the following resolutions:

1. That careful attention be given by the Executive Committee to the widely felt need for examining present membership requirements in the light of the Association's purposes and functions, and for encouraging the chapters and their members to formulate specific suggestions for such changes as they may deem necessary to meet the changing conditions of professional service; subject always however, to the basic principle that the responsibility for determining membership requirements shall remain vested in the national Association.

2. That the Executive Committee be charged with responsibility for considering ways and means for bringing the services of the National Division on Government and Social Work to the direct assistance of the

Chapters in the following areas of activity:

- (a) Development of chapter activities in relation to state and local governmental social work in defining principles of administration, standard of personnel, and the like;

- (b) Dissemination to chapters of suggestions as to effective strategy in the development of active communication between chapter groups and state and local public authorities;

- (c) Development of chapter groups to study and articulate the specific practical contributions of social work in the meeting of human needs that are being served by governmental social agencies, especially in view of the fact that the most effective contribution which the members of the Association can now make in these areas, is in the discovery and interpretation of the principles of our own professional practice rather than in matters of general administrative method or policy.

- (d) The collection and dissemination of substantial reports of chapter projects and experiences in dealing with problems of governmental action.

3. That in view of the fact that a consideration of the financial problems facing the national organization and the chapters must be directly related to the purposes, the functions, and the structure of the Association, the financial problems of fund raising and fund allocation shall be given careful consideration by the National Committees and chapters at once, but that definite action on general permanent policy be deferred until there has been more general agreement upon these basic questions of purpose, function and structure, which determine the content of the program.

That meantime, there be no curtailment of the present national program; that plans for financing chapter activities be left on a flexible basis, with responsibility for financing chapter programs remaining with individual chapters; that the present plan of chapter-national cooperation, in connection with the need for increased revenues to meet growing obligations for chapter activities, be continued; that since projects and programs of chapter origin may often be of significance to the whole program of the Association, such projects and programs should be assisted by the national Association either by services or by funds, within the discretion of the Executive Committee, when resources can be made available for such uses.

That the Executive Committee be instructed to submit to the chapters for consideration the problem of the payment of the expense of delegates to the Delegate Con-

ference by the national Association, either from funds raised by special assessment or otherwise, including in the material thus submitted all available data affecting this problem, and that the Executive Committee then, in the light of its own studies and the reports of chapter opinion, submit its conclusions on this matter to the next Delegate Conference.

That in the consideration of these financial problems, careful attention should be given to the following points raised in the Conference discussions:

- (a) Recognition of the value of maintaining the present national program, and at the same time, of strengthening chapter organization.
- (b) Recognition of the wide variety of problems confronting chapters of different size, in different situations and at different times, and the necessity of relating the services and communications of the national organization to the specific needs of individual chapters.

In this connection proposals illustrating the possibilities of flexible use of national resources for the benefit of local chapters include the extension of facilities for study of various local problems and for keeping open the channels of information between several chapters and between the national and local bodies, some possible change of emphasis in the expenditure of national funds in the direction of strengthening of field service by the national staff; the need of many chapters for local paid staff and for the encouragement of specific local programs; the development of increased local participation in national policy formation, with the costs inherent in such activities.

4. That in view of proposals for the change of location of the headquarters of the Association, the Executive Committee be instructed to solicit from chapters and from individual members, recommendations as to the location of the national office and the reasons therefor; in the light of such comments and of its own studies the committee shall then consider this matter and report its conclusions to the next Delegate Conference, it being understood that in this question the decision must be related to matters of program, cost of operation, accessibility to the membership and to related enterprises, and further that such a decision is a matter of administrative management to be made by the administrative body of the organization.

The Committee also recommends the

adoption of the following supplementary resolution:

The Conference most cordially accepts the invitation extended by the American Association of Schools of Social Work, for the development of the closest possible cooperation between the two organizations in pursuing their common aims.

Respectfully submitted by the
Committee:

MARY BURROUGHS, Northern Cal.
HELEN CROSBY, New York
LEAH FEDER, St. Louis
EDWINA LEWIS, Chicago
EDWARD D. LYNDE, Cleveland
FREDA MOHR, Los Angeles
KENNETH L. M. PRAY,
Philadelphia, Chairman.

Plains States Conference September 16-17th at Denver

Endorsement of the success of the inter-chapter conference of the "Plains States" held in Omaha last October was given when representatives of the chapters met in Seattle and voted to repeat this year. The meetings will be held in Denver, September 16th and 17th.

For the chapters involved, the conference will be an opportunity to begin work on the proposals adopted at the Delegate Conference in Seattle, according to Blanche Ferguson, chairman of the Denver chapter, who is in charge of the regional conference program.

The following chapters are being invited to participate in the sessions: Iowa, South Dakota, Nebraska, Denver, Colorado Springs, Kansas City, Topeka, Wichita, Montana, and Arizona. The committee in charge is also inviting members in North Dakota and in Wyoming, now non-chapter areas. A group of about 40 members in Missouri, who are outside the jurisdiction of the Kansas City and St. Louis chapters are planning an application for a Central Missouri chapter. This group will probably be represented at the Denver meeting.

Professional Strengths and Their Attainment

Presented at the 1938 Delegate Conference
By A. Delafield Smith *

If I were free today to propose a definition of the term "profession," I would limit it to those functions, in the performance of which the major stress is laid upon human beings and upon human relationships. I would include primarily those activities which seek to serve the individual in body, mind and spirit, and which seek to extend him some assistance in the matter of the adjustment of his relations with his fellow men and with society.

It is too late, I assume, to propose any such restricted definition of the term. For one thing the word has been legally defined and is used as a guide in the law of licensing. I am at liberty, however, to express my concern over the somewhat loose application of the word to every new branch of human endeavor, upon the condition merely that it boasts a more or less highly developed system of technics and claims to be guided by a relatively large body of what I may call esoteric wisdom, most of which is assumed to lie above and beyond the ken of laymen. These modern claims of professional status are not founded primarily upon the nature of the ends to be achieved or of the relationships or of the group structure involved. They are not sufficiently concerned with the ideology of a public trust to which their lives as professional men and women must necessarily be dedicated, actually—indeed consecrated.

I do not for the moment underestimate the essential importance of equipment and learning to the individual who seeks to participate in the purposes of the profession. I am only decrying the lack of emphasis in fairly recent times upon values which historically have centered about the professional idea. This failure to emphasize the dedication of a group, as an organization as well as individually, to the achievement of purposes related to the preservation and development of culture in the highest sense has dimmed the halo which of old surrounded the professional claim.

We are of course in the throes of a very profound social evolution. Among many other things, I say among many other things, we have come to realize that some of the older professions who, by dint of age and the significance of their services to society, have been able to assert their professional status with the utmost of assurance, have yet

failed substantially to achieve the fulfillment of a social trust, when referred at least to the kind of interpretation which public welfare demands. A dreadful gap was allowed to develop in relation to services, the need for which became more widespread at every moment. In my own profession the criticism leveled at the administration of law, by reason of delay and complexity, obviously paled before the fact that this profession from the standpoint of its equipment, organizational structure, technics and ideals was not appropriately concerned with the adjustment of rights and obligations in great areas of society.

The most significant developments, therefore, from the standpoint of law or at least from the standpoint of legal procedure today, are not I think those reforms undertaken within the higher established tribunals of the country but will be found rather in the organization of those new institutions and the reorganization of other institutions whose processes are somewhat superciliously termed "quasi legal" or "quasi judicial." The processes and functions of these new institutions constitute the law and its administration to a large percentage of our people. The very fair hearing procedure which the Social Security Board and its staff is urgently seeking to develop in the administration for example of public assistance, is by no means the least of these new and very great legal developments.

No less significant are the developments in and about the medical profession. So strong indeed are the currents of reform in relation to this profession that it hovers today between the recognition of a public function by which the government itself will assure to every individual its health-giving ministrations on the one hand and a rededication of the profession itself to a greatly enlarged program on the other. The structure of the medical profession as I may show, is not actually complete in form and it obviously is not properly coordinated for the task. I hesitate, however, to suggest the adoption of anything quasi medical like the quasi judicial institutions we hear so much about.

But the most significant phase of this Twentieth Century social evolution lies or will be found, I think, to lie in the public recognition of this newer profession of social work or shall we call it professional social

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service. While I do not believe that the public generally has or will have any real difficulty with the definition of its functional scope, I want to remain in what I have to say as free as possible from disputable assertions. The general program is envisaged clearly enough by the members of the profession itself. By means of a concerted attack directed by appropriate strategy both from the individual and the general social standpoint, its general aim is to bring the life of the individual and the social structure into a more intimate and dynamic relationship one with the other. This involves the alleviation of pressures upon the individual and the creation of an environment conducive to the highest and freest development of the individual in society. It assumes that the mass production of our modern scientific equipment and the release of energies resulting from a greater knowledge of the laws of nature and the principles of organization, are the heritage of all those who live in a world thus blessed. In any event its ultimate concern is I hope with the individual.

What I have to say is motivated by my feeling that the professional idea is valuable to us not so much from the standpoint of definition as it is from the standpoint of the profit we can derive from a study of the way in which a profession operates or should operate. I am influenced by the famous couplet of Kipling:

"When 'omer smote 'is bloomin' lyre,
'e'd 'eard men sing by land an' sea.
An' what 'e thought 'e might require,
'e went an' took it same as me."

In this spirit I suggest that we can profit greatly by using analogies derivable from other professions.

Let us examine then for a few moments the great problems of a profession not at all from the standpoint of definition but from the standpoint primarily of methods of operation.

There are I think three great concerns of any profession. The first of these undoubtedly is the matter of client relationship. The second I think is what I may term the typical organizational structure essential to the achievement of the professional purpose. The third relates to the maintenance of professional equipment, especially from the standpoint of its membership, at the highest possible level of attainment in education, research, ethical standards and morale. These three things are so closely related one to the other that it is in fact difficult to speak of one without speaking of the other.

Someone, however, has suggested that I have left out of this analysis the system of

professional technics. I do not think that I have. I suggest in return that professional technics are definitely involved in all three of these main divisions, that is to say, with clientele relationship, with organizational functioning, and with standards. This criticism, however, brings out the fact that I am not thinking of any of these matters as static but, to use again the professional word, dynamic. As Mr. Justice Cardozo said of the law, "There is motion whether we will it or not." It is up to us not only to will it and to achieve it but to direct it.

But before I proceed further with the development of this analogy in its application to the attainment of professional strengths in social work, I want to point out certain obvious facts in the present situation.

Among other things the function of extending relief has to a great extent been assumed by government. Those who adhere to the philosophy that government is a necessary evil I think sometimes fail to realize that most expansions of governmental function have been preceded by cumulative pressures irresistible in their strength. So it is with relief. The result of course has been to require the reorganization of existing departments or the creation of new governmental agencies to accomplish the task. A great cleavage in the administration of social service, however, has thus been brought about. State legislatures have not been greatly concerned with the admonition that "Man does not live by bread alone." The fight for public recognition of the professional status of the social worker has suffered and of course the drafting in of so many untried and untrained persons has been harmful to the cause of technical proficiency both actually and in the public eye.

We have been drawn into a vicious circle in which our ship has begun to spin. To the extent that the worker's approach to his client is unscientific and evidences lack of maturity, the popular mind becomes prejudiced against any attempt at professional approach. While the public has no difficulty in placing responsibility, it usually does not analyze the problem and does not freely offer any opportunity to experiment. The public could never be persuaded, I suppose, that the remedy for an approach that is unscientific is the application of more science. In fact many have yet to appreciate the degree to which human relationships, particularly those established on a basis of great intimacy, are subject to scientific treatment. The result of all this is that we hear a great deal of criticism as to the effect of extending relief on a categorical basis and of bad case work and less of the fact that the administration

of relief has had to be undertaken under pressure and at a great sacrifice of professional efficiency.

As an example of the confusion of thinking on this simple point, I may cite the insistence in Washington that the individual shall be allowed perfect freedom in his use of assistance grants. This I think is philosophically sound from every standpoint and wholly consonant with the cultivation of individual responsibility. But this should not and does not mean that the individual may be left in the grip of other social problems and difficulties or that we are the less concerned with professional capacity. Indeed we are yearning above all things for the type of person who is fitted to discover the relation that may exist between poverty and other things and even to solve problems not directly related to physical starvation.

Above all things responsibility for the whole situation must be accepted by the profession. The one thing that we must not do today, of course, is to indulge in excuses. The administrative phase of our task is paramount in importance. Administrators must assume the responsibility, however much they may consult with others or invoke technical assistance. Furthermore we should not be deterred by the suggestion that our chief function is to discover problems and not to resolve them. The social work profession has and always will have the dual role of diagnosis and of treatment.

The procedure itself as I have said seems to be threefold. First, then, we have this matter of clientele relationship.

The prestige as well as the power and influence of the professional man, insofar as they are legitimate and utilized to legitimate ends, are predicated upon the establishment of an intimate personal relationship between the professional man and his client. There is no other conceivable method of approach when you are dealing with human beings and with the adjustment of their relations in society. Whether my professional be a lawyer, a doctor, a clergyman or a teacher, his main purpose must be, while preserving independence of thought and action, and while utilizing such safeguards as science may have provided to protect himself, to get down ultimately to the actual scene of the struggle and, with his superior equipment, to engage in the common struggle at the side of his client, who thus participates in his knowledge and in his strength and in his guidance and vision.

This struggle for a desired end is quite as applicable to the teaching profession as it is to the profession of law or of medicine or to the profession of the clergyman. The

client in each case has been encountered in a difficult situation, at least in a situation which to him is difficult. Upon his momentary difficulties are superimposed quite often and to some extent in all cases barriers of superstition, ignorance and fear. When, therefore, the professional man enters upon the scene, his influence to use a good old word is greater than he knows. Necessarily he undertakes a great trust and it is upon his skill and upon his integrity in the performance of this trust that the individual's salvation must depend.

As I have said, the professional man must enter the arena where the struggle is actually going on. He cannot use monetary relief as a rope and hope that the drowning man will be able to pull himself up by his own weight. What the individual usually needs is someone to take him by the hand and sponsor him before the agencies and institutions of society which are equipped to give him the release that he needs.

Now I state this relationship idea in the abstract, quite apart from the specific services or functions which the social worker must perform. But Miss Richmond was undoubtedly correct when she stated that we had to start with facts. Truth is the foundation of all things. Inherent, therefore, in this professional relationship and constituting perhaps its most characteristic feature, at least the feature which is most essential to its effectiveness, is the privilege that appertains to the client. It is the most important by-product of that professional trust. Nothing is more fundamental to the attainment of professional strength today than public recognition of the inviolability of the confidences reposed in the social worker. Power to protect that confidence must be vouchsafed to the social worker if he is to bring forth facts that are at all realistic. Instances are multitudinous where even the doctor's job has failed because he could not break down the barriers that protect the nucleus of the personal ego. Just as in physics the nucleus of an atom is we find, protected in an uncanny manner from any outside attack, so many times more effectively, is the nucleus of the personality of an individual harbored from mundane approach.

Unfortunately there is evident some confusion of thought, perhaps even some prevalent belief that we can escape a showdown on this question. In fact, however, there are no two ways about it. The privilege either exists or does not exist and the test of the matter comes when a member of the profession is placed upon the witness stand and asked to testify concerning personal facts and information imparted to him in connection

with his professional activities. The idea that you can in any wise protect such information upon the condition that testimony in court is excepted from the ban is like trying to stop an engine by applying the brakes when the throttle is wide open.

Obviously what we are seeking is nothing less than public recognition of the professional nature of the relationship itself. This public recognition as usual will find its expression in the legal recognition. I believe that legal principles are available which if properly invoked will result in sustaining the client's privilege. We can gain some help at any rate by starting with a case where the operation of a law is involved and it can be demonstrated, as I think it can be demonstrated in the case of public assistance, that administrative efficiency is dependent upon the adoption of such a principle. The point has been successfully made under similar conditions in connection with the administration of the health department but only because the health department came down to court fully equipped to demonstrate its point. The recognition of confidential privilege while well established in other professional relationships is like most other legal principles capable of application to new situations. Where a genuine professional relationship is involved and where confidence is shown to be essential to the achievement of the purposes of that relationship the legal principle applies.

The moral therefore is that we should start with the definite assumption that the principle of inviolability exists, recognizing, however, that the court will balance the interests of the individual and the public interest in particular cases.

But of course we cannot rest here. It will be difficult indeed to secure a body of legal precedent on this point without the aid of legislation. Since recognition of the professional nature of the relationship itself is involved, the courts are naturally concerned to see that this recognition is accorded by the legislature in the first instance. The courts get their cue from the legislature in cases of first impression. Definitely, therefore, every line of attack should be pursued with the assurance that once the principle is firmly established the prestige of the profession will be given an immediate and very powerful impetus.

The second great concern of any profession is its organizational structure as a profession. Some general recognition has been accorded to the significance of organization as one of the essential elements in the professional idea but I think we should go much further. We must realize that while personal

relationship is an essential medium of action, the profession as a whole can make no headway in any phase of its endeavor without utilizing to the utmost the principles of professional organization. It is surprising indeed that so little has been said on this point in discussing social service as a profession. I think that, relatively speaking, so much emphasis has been placed upon the individual in every professional sphere as to weaken our appreciation of the importance of the basic structure of all professional organization.

There are indeed four definite phases of this structure in any profession. While each of these four may differ somewhat both in function and significance from its counterpart in other professions, any such differences may be readily explained in each case when referred to the nature of the activities of the particular profession. For example, in the law we have the professional schools which in their present state represent a natural stage in the evolution of the processes of legal training. The best law schools today exert enormously strong pressures upon the student. They seek to develop a characteristic mental attitude or process of thought which we call legal thinking. A discipline of the highest order is imposed upon the mind by these schools. It is a far cry indeed from the days when legal education had to be gained from one's introduction as an apprentice into the maelstrom where procedures were the general order of the day.

Next we have the professional societies, the associations of the bar in city, state and nation. These societies are the mouthpieces of the legal profession through which opinion is developed and uttered. They perform of course other functions including the establishment of norms and standards, both in the matter of ethics and learning. It may be noted that in this country at least they do not operate to any extent by controls upon their own membership but rather through the initiation of procedures which as I shall show have external and more effective sanctions.

The law like every other profession has in the third place its function as a department of government, personified, for example, in the person of the attorney general. Here the organization of the legal profession differs somewhat from similar institutions in other professions. Since the administration of justice itself as distinguished from the practice of law is a governmental function, and since law governs all our acts, the legal departments themselves as distinguished from judicial departments are in most instances limited to official practition.

And now we come to the fourth typical

structure—the central structure of all. To make this useful from the standpoint of analogy I am borrowing a phrase which I have discovered in use in national conferences of social work. This phrase is the “common professional base.” No one can have any doubt as to what the common professional base of the legal profession really is. Courts have been organized both vertically and horizontally but a court is a court for all that. You generally know one when you see it.

Now as I have run through these four bases of the professional structure, you will of course have recognized their counterparts in all of the other staid professions, and if you have been thinking of those analogies various architectural differences will have occurred to you. You will have observed among other things that all professional organizations are in a state of continual flux—always evolving. In the medical profession, for example, while the schools have progressed much as have the law schools and the medical societies have somewhat similar functions, the health departments of the government are undergoing a profound evolution. The analogy, however, is very close. I am sure too that you will recognize that, though in an earlier stage of evolution, the common base of the medical profession will be found in the hospitals. It is here that the authoritative controls of the profession are now centering and will eventually be found. The main divisions of function and the ultimate solution of the most difficult problems will also be found here.

It is accepted as a fact that the social service profession is somewhat immature. It seems to me that a reference to the typical professional frame points a very definite finger at the profound problem of coordination with which our profession is immediately confronted. To be sure in our educational processes we have gotten far beyond the idea that we can rely upon experience alone without a basic course of specialized study. You have a parent professional organization with chapters comparable at least to the professional societies in law and medicine. A very intense application to the evolution of the public departments is evident, but if my analogy holds and I think I can prove that it does, we have still to establish in any clearly recognizable form the common base of the social work profession.

It may be that in this connection the teaching profession with its major emphasis upon public schools forms a closer analogy than does the law or medicine. But even from that standpoint the situation is still quite apparent. The schools as a common professional base for the teaching profession

obviously cut across public and private lines as does the common base of any other profession. Here in the schools as elsewhere the fields of public occupancy have been definitely mapped out and prepared beforehand for public use. Nothing more is evident I think in the broad expansion of the public school system than the task of assuring to every individual the benefits of a degree of education. We have the same problem in other spheres, perhaps in almost every professional sphere.

It seems clear to me, then, that upon any given level, complete functional coordination of any profession must be substantially achieved. I think that this is essential to any public recognition of the professional status. I think it is requisite to the achievement of the professional purpose. Take all that has been said, for example, of the job of the field worker in this profession. Grant him or her all the training and every ounce of capacity that may as a practical matter be assumed. Starting thus splendidly equipped, she will return to her base of operation with a host of problems such as only her trained insight could have educed. This host of problems requires a community of specialized knowledge for their elucidation and indeed for their solution.

I will concede a not very violent assumption that my coordinated institution, under proper administrative supervision, and working in harmony with governmental departments, could not only map out strategy and direct the field worker but could provide the services essential to the solution of everyday problems within its own walls. Any coordinated social service institution should command the service of specialists upon every phase of individual problems. Supplementing such an administrative coordination it would of course contain within itself the liaison with those operating agencies whose functions were definitely specialized but whose services thus invoked would in that event be effectively used. I believe that too much of our specialized service is hampered if not actually frustrated because of the existence of a community of unsolved problems in the face of which any constructive work of a specialized nature is impossible. The parent and the child, conjugal relationships, the relation of sickness to recreational needs, legal aid perhaps in the preservation of the home, the solution of any one problem in these situations will be found ineffective unless at the same moment proper attention is being given to the removal of other complicating circumstances.

Take, for example, legal aid today as an illustration. Of course the legal aid societies

are doing a valiant job, so are municipal court systems, small claims courts, official tribunals set up for the arbitration particularly of domestic problems, and all legal and judicial agencies, including those termed quasi legal. But legal aid societies are I fear attempting to function apart from the call of those through whom their clients should come and by whom they should be sponsored. Not even a lawyer can operate alone. The client often comes to him so handicapped that the lawyer is bewildered and may not even be able to secure the payment of inevitable court fees or secure the presence of the client at court in the face of domestic difficulties.

Moreover, the legal phase of the welfare problem like other such problems is dependent upon the elicitation of facts and problems in the course of social investigation. Many needs of the individual are dimly apprehended if at all by the individual himself. Please do not think that I am here seeking the outbreak of a litigious spirit or any other cause of disquietude. What I am seeking is effective service to a great mass of people. As usual we have to avoid confusing professional independence with an obvious failure to take one's stand on the field of actual battle.

To relegate our professional in the field of social work to the role of mere recommendation however is to give the lie to our whole premise that professional social work comprehends the solution of a problem and not merely its elucidation. Obviously what is necessary is that the social worker shall be operating against the background of a coordinated institution which maintains within itself at the very least the essentials of an effective liaison between the principal existing institutions which are automatically responsive to its call and their joint clientele. No institution would be busier as I see it, than a legal aid society constituted or set up in conjunction with a coordinated social welfare institution. And I might say the same thing of many another social agency.

I would compare the more profound problems of law and medicine with the equally or more profound problems involved in social planning and social engineering. In either case they are to be differentiated in my estimation from the problems involved in the daily functioning of this profession. In a sense they involve something more than mere professional work. Unusual endowments, especially in the line of synthesis and correlation of learning with social phenomena come into play. These endowments characterize the statesman of the profession.

To some of us perhaps the idea of legal aid or medical care, or even ministration to

the other more or less prosaic needs of the household indicate only individual projects of a somewhat ambitious character. But, from a more practical standpoint, we will in the long run solve no problem that we do not fully understand from top to bottom, and when we do come fully to understand it and know about all there is to know about it we can equip ourselves with the necessary implements for its solution. I have long ago been impressed with the fact that every administrative agency, and social agencies must be administrative in composition, need to have specialists functioning in actual communion with them.

Since it is clear that we precede and must take responsibility for the welfare phase of government, there is no theory under which we can regard it as our common professional base. The nearest approach that we have today to a common professional base for the functioning of the social work profession are the councils of social work agencies. These have grown up naturally in metropolitan areas where organization is always more advanced than elsewhere. But like many another institution, they have begun to operate on a league or federation basis. The "territorial integrity" of their members is guaranteed. Such a guaranty is always insisted upon to begin with but always loses its significance as soon as actual coordination is achieved. No league formation, except perhaps the Hanseatic League and perhaps the Achaean League, ever functioned successfully.

I realize of course that my analysis of the social work profession from the standpoint of unified organization or the coordination of activities apart from government auspices must be undertaken largely for the purposes of orientation. Councils of social agencies have been fostered largely by the need for making a common appeal to the public for funds and in order to avoid some of the gaps and overlapping in the servicing of metropolitan communities.

But coordination has many other major aspects, namely, to provide a basis through which technical services of a widely varied character are focused upon the individual case as it is presented by the field worker and again, to define and standardize the basic job functions of the profession and thus to pave the way for the creation of minimum personnel standards and again to make disciplinary action in their maintenance effective, and again to secure the necessary liaison between public and private administration.

The one thing that does concern many of

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*What Is the Relationship of the Trained Social Worker to Social Work Education?**

By Grace Marcus

Within the last five years trained social workers have been much more directly concerned about social work education than in the past. They have had reason to feel that the fate of huge developments in the public welfare field hangs in the balance. A whole field of practice, group work, has developed a self-analytical, purposeful program directed toward education. Within the year a new movement has started among State universities and land grant colleges for the organization of schools of public welfare, and professional social workers have every occasion to be concerned whether this movement will be one for public education for social work or a denial of all that we think of as social work. If we look about the social work scene, social work education begins to take on the urgency and proportions of a social problem.

Most of us have not really thought much about social work education. We have taken for granted that it is the business of the schools. Standing somewhat apart, we have entertained our likes and dislikes, made our suggestions and criticisms, and pressed our demands. What do we find if we stop to inspect our prevalent ideas about social work education? One very common assumption among us is that it is the function of schools of social work to create education for us. Another assumption is that if the schools have no education ready for a particular field, the defect is in them. Another assumption is that social work education should be able to lead social work practice.

These ideas are all very natural. General education is much more familiar to us than professional education. It is a part of our everyday experience and we are better oriented to its purposes and its origins. It is quite understandable that in thinking of education for social work we should continue to think in terms more suitable to general education. If we want a college for our community, the last thing among others we need to worry about is where that college

would get the material for its curriculum or the people to teach it. This statement is not entirely accurate because, as we all know, some of the universities are in the throes of rediscovering their purposes and re-examining the traditions of higher education. Nevertheless it is in general true that both the materials and the instructors for higher education exist,—in fact that there is an ample supply. The future curriculum of the university does not depend on what each of its graduates will later be able to contribute to the development of mathematics, physics, literature, biology, or language studies. There is a sense in which the college is educationally independent of its graduates.

But for professional education the situation is quite different. Where is the catch that makes the analogy between professional and general education false? It is in the fact that education for life or for culture is quite different from education for a profession. It is natural for us to be hazy in our ideas about education for social work because as a profession we are still in embryo. We are not really hatched. If we are to escape from the shell, we have to break through some of these inappropriate ideas we have about education for social work. For these ideas hamper schools of social work by placing on them a burden they cannot and should not attempt to carry. Moreover these selfsame ideas prevent us to whom the schools have given training from taking up that responsibility for future social work education which we alone can discharge.

What is it in education for a profession that makes the relation of the trained social worker to the school of social work different from that of the alumnus to his college? What is a profession anyway? This need no longer be a mystery or a matter for debate. Carr-Saunders, a distinguished English sociologist who has lately become the director of the London School of Economics, was struck by the fact that the professions are developments peculiar to modern society and devoted all his rich scholarship to an exploration of the professions,—old, recent and potential. He found that they all possessed

* A paper presented at the 1938 Alumni Conference of the New York School of Social Work. Reprinted by permission from the July Bulletin of the New York School of Social Work.

certain characteristics in common. Let me tell you briefly about some of these characteristics for they are reassuring to those of us who sometimes wonder whether our pretensions to being a profession are merely a form of social work vanity.

A profession is born when a group of people who are employed at a given task become convinced that the knowledge and skill which have been accumulated by the efforts of those performing the task should be passed on through education to all of those who want to do the task efficiently. So one motivation toward professional development is a growing conviction about the necessity for knowledge and skill if performance is to be adequate. But why should performance be adequate? Distinctive of the professions is a second motivation in this search for education. In other walks of life special preparation is usually undertaken to fortify the individual for the competitive struggle. In the profession the dominant motive for insistence on education is not individual gain, status and advancement, but a firm belief that *how* the task is done is a vital question affecting the ultimate welfare of persons who are in themselves not competent to judge or control the way in which it is done. Who are we as laymen to make sure whether a bridge is safely built, whether a doctor knows his life or death business, whether a lawyer is acting within the law? The professional group is one that believes its particular task involves such exercise of high discretion that it must safeguard its clients and society at large by seeing that only those competent to make the judgments demanded in the performance of the task shall be allowed to practice. For a profession education is not only a practical necessity. It becomes a deep, ethical obligation, arising from special knowledge of the vital issues involved in its services. For a profession education is the means whereby its practice can be made responsible and by this I mean socially responsible. For this reason the professions have taken their problems of education very seriously and have seen to it that they kept a jurisdictional control over the education being given to their future members. One evidence of this is in medicine where it is the American Medical Association's Council on Education that outlines basic curricula and not the medical schools.

Let us go back to social work. There can be no doubt but that its fate is marked out for it and that the road it has to travel is the hard road of the professions. What changes in our ideas of education must fol-

low from the recognition that a given education is for a profession? First of all, the laboratory in which a profession learns is not the classroom or the school, but that of practice. In practice are the problems to be studied and pursued. In practice must the ways of handling those problems be evolved and used. Furthermore it is in practice that the usefulness of background knowledge must be tested and the need for further background knowledge be discovered by the experience of trial and error. It is practice alone that has the opportunity to discover whether the current education serves its purpose and to identify the problems which that education does not yet equip those in practice to understand.

What then is the role of the professional school? The role of the school is to transmit all that is learned and tested in practice and to communicate the fund of knowledge, concepts and skills which practice has found to be essential to competent performance. The school does not create that which is to be taught. As a profession develops, the school has less and less to say about *what* should be taught. It is not the job of a school of social work to determine how case work or group work should be done. That judgment must first be reached by those who are engaged in case work or group work, and the authority of the school rests on the established decisions of practice. It is not within the province of the school to decide which theories and methods are sound and which are unsound. In none of these matters is a professional school a final arbiter.

Perhaps to you it seems as if I had stripped the professional school of all power and even to the right of self-determination. I have been making strong statements. Is this an attack on the professional school? Where in our present state of semi-ignorance would we all come out if the school of social work were to abdicate in such fashion as this?

Let me pick up my theme by another end. I have been saying that it is practice, practice as it is represented by you and me and many others like us, that must find out and then say *what* should be taught. This rather overwhelming function is unescapable. It is in the nature of things professional. We can dodge it only by ourselves leaving social work and then abolishing social work jobs. Even if we left social work, a new breed of social workers would presently be standing in our uncomfortably small boots. What then is left for the schools? An invaluable, indispensable, special function, that of finding out and saying authoritatively *how* social work should be taught. Ours is the educa-

tional *what*, theirs is the educational *how*. Answering that *how* is a difficult, central and interminable responsibility. To each new generation of social workers the schools must give all that social work has learned and tested up to that point in time. To each new generation the schools must supply the equipment absolutely essential even for starting to practice. Organizing and reorganizing curriculum, maintaining relationships with the developments, revolutions and new provinces of practice, and last but certainly not least, evolving the special art of teaching—activities such as these may well fill in the vacuum. It was Freud who gently reminded us that the three impossible professions are teaching, healing and governing. This teaching function, this business of finding answers to the educational *how* is no insignificant, simple task. In difficulty and in dignity it matches any responsibility that practice can assume as its own.

At this point it is important to admit that the schools of social work have been assuming and carrying a broader function than this which I have just outlined. They have organized for us in response to our demand background materials on sociology, economics, medicine and psychiatry, frequently in advance of any clear specifications from us as to what we really needed from these branches of learning. Because practice has not yet arrived at its own authoritative selection, the schools have had to decide what was valid and relevant and what philosophy and theories practice should follow. On them, too, has often been put the improper burden of presenting new and untested ideas because practice had not developed its own means of interchange. This has meant that before concepts and methods were integrated and put to the proof in practice, they were being adopted as part of the educational foundation.

It is simple enough to say that it is the obligation of practicing social workers to improve the understanding and skills which it then becomes the function of the schools to communicate. Even if practice recognizes this obligation, how is it to be discharged? The responsibility is not one which trained social workers can meet as individual agents. Nor can alumni bodies make sound contributions to the growth of their own schools unless they bring more to the enterprise than a school loyalty: it would be sheer presumption to attempt to contribute to the development of professional education without knowing more of its purposes and nature than can be learned through experience as a student at a particular school. The job of

trained social workers in relation to professional education is twofold: first to work voluntarily within various professional groups to organize and pursue study of the current problems encountered in practice, and second to understand the needs and objectives of professional education clearly enough to make the influence of practice educationally effective.

What should trained social workers know about the nature and purposes of professional education if they are to lend it their indispensable support? Preliminary study within the professional association has revealed a number of questions about which we must arrive at some agreement before we can settle on our educational objectives. At first blush the questions sound abstract. For example, how essential is it that all social workers eventually be united in the possession of certain common purposes, knowledges, and skills? How important is it for all social workers to strive for a common education which would furnish them a basis for understanding and upholding one another's fundamental aims and standards? These questions sound theoretical and the suggested objectives merely idealistic until we survey our daily job and community relations and count the cost to social work and its clients of the disagreements which make us block one another's purposes and confuse the public with our conflicting programs. Another apparently theoretical question for us to consider is how the specific fields of practice which have evolved education appropriate to their needs may help less developed fields to build up resources suitable to their particular necessities. Are we going to insist that group work students first be case workers in order to understand the individual and his relationships? Are we willing to bother with an examination of our knowledge and experience to crystallize out of these whatever may be of use in new fields of public welfare? It seems quite obvious that social workers must find out how existent education for social work developed, through what stages of pioneering it passed, and at what points the schools took a part, if the future role of practice in promoting education is to be intelligent and responsible. Whatever education we now can boast was not created by the schools out of a secret, separate wisdom of their own. There was a peculiar process of development which had its roots in the stubborn endeavors of little groups of practicing social workers. In our generation we would be ungrateful beneficiaries of that hard-working past were we

lazily to expect the schools to manufacture educational light for us without the power which our own working together has to provide.

We have however still to wrestle with the question of how trained social workers can organize and pursue the study necessary to the discovery of more knowledge and improved skills. There are various channels through which professional social workers may carry on this exploration, in individual agencies, through the national agencies concerned with the problems of particular fields, and in the professional association of social workers. Does this mention of familiar resources strike you as a disappointing anticlimax? If it does, I would like to suggest that our major difficulty is not in the lack of proper resources but in our failure to use them. Thirty years ago social workers did not expect to be taught; they knew that they would have to learn through their own efforts. We who have since been taught so much through their enterprise and through the interest of other fields are now confronted with the problem of ridding ourselves of a pupil state of mind and taking responsibility for study on our own initiative. We have the materials for study in the problems of service to clients, in the problems of relationships between agencies, in the problems of undeveloped or stagnant fields not yet ready to fulfill adequately the responsibilities which are theirs. We have as resources for the study of these problems whatever knowledge and skill we have developed in doing our own jobs. One resource which we have not learned to use is that of our differing experiences and differing viewpoints. We are not yet accustomed, as are older professions, to the investment of our energies and time in activities outside of those jobs for which we are paid. We have still to discover the advantage to freer thinking and broader perspectives which comes from joint study with professional social workers in other agencies, other fields and other localities. And yet to state the case thus is to overlook the fact that in national field agencies and in the professional association of social workers an increasing number of social workers have begun to experience the meaning of working hard and voluntarily to identify new problems, investigate new ideas, sift the appropriate from the inappropriate in their professional baggage, find out where the established is defective and see how what they have learned in one area of practice can be put to use in another.

We who have attended professional schools are betraying what we have been taught if we remain in its leading strings and henceforth think of learning as an activity which can only be resumed by going back to school. We must see ourselves as the creators of the stuff from which more and better curriculum is to be made. What repayment can we make to our schools unless it be the vital repayment of bringing back to them whatever their education has enabled us further to learn? However, we cannot serve our schools and the cause of professional education if our conviction about the necessity for professional education is shaken by doubts. We must be convinced for example that in working for professionally educated social workers in social work jobs our aim is something more than the establishment for our own selfish benefit of a monopoly over a job market. It is apparently easy for us to let a benevolence toward untrained thousands in social work jobs obscure our much greater responsibility to the hundreds of thousands of clients whose welfare depends on whether the persons in those jobs know how to perform them. It is also easy to question the justice of higher qualifications for social workers than those we ourselves had to meet and so to forget that clients and community have every right to expect from professional social work a guarantee that social work services are being performed with the minimum of knowledge and skill which social work has learned is necessary for competence. Trained social workers cannot serve the welfare of clients, and development of social work practice and the needs of professional education until they realize that the cause of the one is the cause of all and that that cause will be lost if those who have most reason to respect it are unwilling to give it a truly professional devotion.

State Council Representatives Met in Seattle

A special meeting of representatives of State Councils was held at the time of the National Conference of Social Work in Seattle to discuss a number of problems of organization and relationship to chapters which have been experienced by the Councils. Members were present from the California, Michigan, Ohio, and New York State Councils.

An Association of Social Work Students

Former Chairman of Students' Association
Describes Growth of New Student Movement

By **Norman Lourie**

The concern with which a young profession views the development of its educational institutions has been the portion of social work for some years. Each new type of field work placement, different vocational opportunities, new courses added to the curriculum; all marked an advance in professional social work education. The advent of new schools and the alertness of a professional association of schools were factors in moving the fence posts a little further along each year. The economic upheaval of the past ten years brought new forces to bear upon schools of social work. Changes took place more rapidly and wrought many new patterns.

The most recent of a myriad of social work forms which serve to effect the schools is the American Association of Social Work Students. Composed of student organizations in accredited schools of social work, it was officially constituted this year at the National Conference of Social Work in Seattle. Representatives of student organizations in seven schools participated there in a series of meetings sponsored by the American Association of Schools of Social Work. Discussions of activities of student groups in relation to curriculum, field work, job placements, presentation of class material, student evaluations, student-faculty relationships, and other academic matters were on the program. There was a joint meeting with the American Association of Schools of Social Work at which papers were read by Robert Stevens of Western Reserve, Miss Marion Hathway, secretary of the Association of Schools, and Norman Lourie of the New York School of Social Work. A luncheon meeting was held around the topic: "A Medley of Social Work Tunes." Walter West, executive secretary of the American Association of Social Workers, spoke on Social Workers as Professionals and Charles Nison of the New York State Department of Welfare on Social Workers as Other People.

At a business session, the student delegates voted the organization into existence and

drafted a relatively simple constitution which is to be submitted to local student groups for ratification. The body of the document represents the thinking of students from 27 schools who have participated, during the past year, either in one of the regional student conferences held at Philadelphia, Washington, D. C., and Chicago, or at the first national student meeting at the Indianapolis conference. It provides for a yearly meeting at the National Conference, urges broadening and strengthening of student organizations, and expresses faith in regional student meetings. It establishes the Association as a coordinating and service body to provide a medium of exchange of opinion for students of social work in many schools and provides for cooperative relationships with other national organizations interested in social work education. The constitution defines the basis of membership as restricted, for the present, to student organizations in accredited schools of social work and states that no decisions of the Association will be binding on its members.

For the year 1938-39 Robert Stevens, of Western Reserve, was chosen as Chairman. It was the sense of the meeting that for practical reasons all officers should come from the same school and that the officers should come from a different school each year.

The addition to the field of a national student group brings a new and virile element to the schools. By furnishing a stable, practical method for pooling student and faculty opinions, it gives spirit to the identity between leaders and newcomers in social work. Students active in the development of the Association have expressed themselves variously as believing that inter-school student discussion will clarify the growing realization that there is a difference between a social problem and a social work problem; that students believe in the need for developing their own powers to think constructively and critically and that student participation will develop the leadership and

responsibility that is necessary. Others have said that too much is handed down in the schools and that although it is the best that is available, students should have an opportunity to formulate their own ideas on the problems that face them.

The ideation for the organization of a national student association came because in the past few years the growth of student organizations in schools of social work had been quite marked. In 1937 an informal group of students from the schools at Philadelphia, Chicago, New York and Bryn Mawr canvassed the thirty-two accredited schools of social work and learned that student organizations existed in most of them. This small group sponsored a student meeting at Indianapolis. Students from ten schools attended.

As these students became acquainted and discussed their local groups, all were impressed with the similarities of the problems presented. The general belief was that student organizations are necessary in social work schools to provide an exchange, a clearing house of opinion beyond the classroom where students can pool their social work thinking and make real contributions both to the school and to the field itself. Out of this grew the desire for a national organization and a continuations committee was set up to issue a call for a meeting at the Seattle conference. This committee sponsored three regional conferences during the year at which plans were made for the Seattle meeting and machinery set in motion for making the regional organizations permanent bodies.

In the development of the American Association of Social Work Students and in its coordination and stimulation of local student groups lies the contribution to social work thought seen by the faculties and alumni who enthusiastically endorse this addition to the field.

South West Active

Some of the chapters in the South West have proposed a regional conference to be held early this fall. Those in which discussion of plans for such a conference is now being held are the Oklahoma State Chapter, Arkansas State Chapter, and the South-eastern, the Northern, and the South Texas Chapters.

The 1938 Delegate Conference

(Continued from Page 4)

National funds were available the Executive Committee could properly use services or funds of the Association to advance those projects.

Resolution 7 related to the question as to whether there should be a change in location of the National office. The Committee on Structure and Participation pointed out that such a decision involved many administrative factors but recommended that the chapters should discuss the issue as to whether such a vote should be taken by the chapters or whether there should be chapter consideration of the issues involved leaving the decision as to office to be made by the Executive Committee acting as administrative body for the Association. The Executive Committee action recommended the latter action and the vote in the Committee of the Whole supported that recommendation.

Resolution 8 submitted by the Committee on Structure and Participation proposed discussion by the membership of plans for financing the chapters' representation at Delegate Conference on a basis which would be equitable for all chapters. The vote of the Committee of the Whole supported that proposal.

Saturday Afternoon Session

A. Delafield Smith, an attorney in the office of the General Counsel of the Social Security Board, the only guest speaker at the two-day session, presented a paper "Professional Strengths and Their Attainment" at the Saturday afternoon session. Mr. Smith was introduced to the Conference by Peter Kasius, chairman of the Conference Committee. Mrs. Irene F. Conrad led a discussion following the presentation of this paper. The report of the Resolutions Committee was the concluding item on the agenda of the conference. (See page 7.)

Chapter Bulletins

A memorandum on *Chapter Bulletins: Notes on Form and Content* has been sent out by the national office to chapter chairmen. This may provide useful suggestions to chapters planning new or revised bulletins.

Radio Interpretation

Cleveland Chapter Goes on the Air with "Ourtown" Series as an Experiment

By Donald B. Hurwitz

DURING the months of February, March and April, 1938, the Cleveland Chapter of the American Association of Social Workers conducted an experiment in interpretation by means of radio broadcasting. The broadcasts were made possible through the cooperation of the Interpretation Committee of the Cleveland Chapter under the chairmanship of Miss Helen Hanchette, and the Radio Department of Cleveland College, Western Reserve University, Mrs. Grazella P. Shepherd, Executive Secretary.

The programs consisted of fifteen minute addresses, given once each week. These were prepared and delivered by individuals prominent in Cleveland social work, each speaking about the field in which he was serving at the time. The broadcasts were made each Thursday from 5:15 P.M. to 5:30 P.M. over radio station WHK. There was no charge to the chapter for the time allotted.

After the chapter received the opportunity to prepare this series of programs, a small committee was set up to plan the entire project. Each talk was necessarily a complete unit within itself and yet an integral part of the entire series. An effort was made to include material about every phase of the social service structure of the community. Individual agencies were mentioned only as they were typical of the work being discussed and as they fit in naturally with the continuity. It was thought that interpretation of the general problems and community organization was of more importance in this project than interpretation of the work of any one agency.

Papers were prepared by the individuals who later presented them. Auditions were held in the WHK studios to test radio possibilities of several potential participants in the program. Selection of speakers was made on the basis of this and of their positions in the community. A meeting was called of those selected in order to discuss the series as a whole. In this way, each speaker gained the necessary perspective on his individual contribution. Every talk had to be submitted early so that the Committee could correlate all the material and make suggestions for changes in the script. Mrs. Shepherd was able to offer many valuable suggestions regarding the effective preparation of scripts and the art of radio broadcasting.

The central theme of the series was a description of social problems and present methods of meeting them in Cleveland, Ohio. However, Cleveland was used as a symbol for any other urban community. During the series, it was known as "Ourtown" making

it representative of anybody's town. The series began with a sociologist's survey of the community, giving in dialogue form many historical and statistical facts about the city and its economic personality. Subsequent programs dealt in order with such subjects as health, unemployment, children, youth, recreation, transiency, old age, mental health, and community planning. The final talk, "Planning Together in Ourtown," was prepared and delivered by the president of the Welfare Federation of Cleveland.

An effort was made to make the programs not merely expository speeches. Dialogue and narration were used wherever possible. "Human interest" material was generously distributed throughout the presentation of other less exciting but vitally important facts.

The problem of obtaining and studying the listening audience was, of course, a great one. Although thousands of announcements were sent to the mailing lists of various agencies it is impossible to tell how many people heard the broadcasts, or what, as a whole, their reactions were. However, some check-up was provided. Before the programs were initiated, a selected group of lay and professional people were asked to listen to the talks. After several weeks, these people were interviewed by members of the Radio Committee. Many helpful suggestions resulted from this procedure.

Those who were active in the various phases of this series of radio broadcasts are of the opinion that they have been of much value from several points of view. They made it possible for social workers to present material about the work they are doing and about the work that needs to be done through a medium which has become our most efficient and widely used method of communication. This medium will play a very important role in social work interpretation in the future. Experience in using it will prove important. If the listening group was small, that small group gained some information and interest and may serve as the nucleus for a larger group in the future.

The broadcasts had other values. Radio is a severe taskmaster. For effective broadcasting, there can be no ambiguity, no circumlocution, no vague meaningless expressions, no "professional jargon." Social workers have long been aware of their weaknesses as interpreters in expressing themselves clearly and concisely in popular fashion. There is no better practice for improving this situation than in preparing material for radio presentation. Clarity, sincerity, simplicity and credibility are indispensable in this field of interpretation.

With the hope that this material may serve as a nucleus for speeches, interpretive skits, and as a beginning for study of the technique of radio as an interpretative medium, it has been mimeographed. Copies are available in limited numbers.

THH TO DIRECT PUBLICITY OF GREATER NEW YORK FUND

Members of the Association who have the pleasure of knowing Thomas H. (Tommy) Hoare will join with me in regret at his leaving the Association staff. Mr. Hoare has resigned to take a job on the staff of the Greater New York Fund. He has already begun work with the Fund but is taking a curtain call, so to speak, in editing this, his last issue of *The Compass*.

As a newspaper man Mr. Hoare's attention and interest were drawn to the relief problem and the difficulty which both social workers and the public experienced in understanding that the problem was a major one for the whole people. After several years in the field of public welfare during which time he was associated with the New York Temporary Emergency Relief Administration and the Governor's Commission, he came to the staff of the AASW in January, 1936.

Nearly all of the members of the Association have no doubt been aware that *The Compass* has become a livelier membership bulletin under Mr. Hoare's direction; and the Association's committee members and chapter officers have further direct contact with his good sense and good humor. He has conducted the surveys of relief needs for the Association; has worked on several special chapter problems, notably with the Chicago Chapter on two reports which it initiated; and in addition has introduced social work to many established news and publicity channels. During the past year he has been secretary of the Division on Government and Social Work.

In all these special ways and in general as a member of the Association staff, Mr. Hoare has been of great value to the Association during the past three years, and it is with great regret that we see him leave the staff.

Walter West, Executive Secretary

Results of Election for Officers and Committee Members

Results of the annual election of officers and of Executive and Nominating Committee members, is announced by Leah H. Feder, Secretary of the Association, who is charged by the by-laws to canvass the votes and announce the outcome.

As there were no contests for officers' posts, the list is the same as contained on the ballots. Three new members of the Executive Committee were elected to serve for three years, and a chairman and four members of the Nominating Committee to serve for one year. The election results are shown below. A total of 3040 ballots, in the mails by June 27th, were counted.

OFFICERS AND COMMITTEE MEMBERS FOR 1938-39

OFFICERS

President—HARRY GREENSTEIN Baltimore
1st Vice-Pres.—GRACE L. COYLE Cleveland
2nd Vice-Pres.—MARTHA A. CHICKERING Berkeley, Calif.
3rd Vice-Pres.—GRACE ABBOTT Chicago
Secretary—LEAH H. FEDER St. Louis
Treasurer—FREDERICK I. DANIELS New York City

EXECUTIVE COMMITTEE

Ewan Clague—Washington, D. C.
 Pierce Atwater—St. Paul
 Malcolm Nichols—Boston
 Ruth Blakeslee—Washington, D. C.
 Herschel Alt—St. Louis
 Fern Lowry—New York City
 Robert W. Beasley—Denver *
 Eva Smill—New Orleans *
 Joseph P. Tufts—Pittsburgh *

Retiring Members: Mary A. Howell, Florence M. Mason, Betsey Libbey, Linton B. Swift

Chairman of standing committees and divisions, when appointed, will also be members of the Executive Committee.

NOMINATING COMMITTEE

MARY A. STANTON, Los Angeles, *Chairman*
 Aleta Brownlee—San Francisco
 Clara A. Kaiser—New York City
 Margaret Johnson—Cleveland
 Elizabeth H. Webster, Chicago

Nominating Committee for the past year: Betsey Libbey, Chairman; Florence Hollis, Arlien Johnson, Mary A. Stanton, James E. Stuart.

* Members whose names are in italics were elected this year for three year terms.

AN IMPORTANT ANNOUNCEMENT REGARDING REINSTATEMENT REGULATIONS

REINSTATEMENT to membership in the American Association of Social Workers will be subject to the following regulations effective October 1, 1938, by action of the Executive Committee.

1. Reinstatement will be open after October 1, 1938 *only to those former members who meet the present regular membership requirements.*
2. If a person resigns owing dues to the Association, a charge will be made for reinstatement. The charge does not apply to those who resign with membership paid up.
3. Any member who is temporarily unable to pay dues may apply for transfer as a Special Member instead of resigning or dropping his membership, if difficulty in meeting payments is due to one of the three following reasons which the Executive Committee accepts as the only reasons valid for this transfer:

- (1) Prolonged illness of the member for six months or longer.
- (2) Unemployment of the member for not less than six months nor more than one year.
- (3) Full time professional study in a school of social work for not less than one academic year if the member is unable to meet his dues during this period.

If a member applies for transfer as a Special Member for one of these three reasons and action is taken to suspend national dues, notice of this action will be sent to the chapter so that the chapter

may determine whether it wishes to take similar action suspending chapter dues.

A Special Member will have all the privileges and the status of an active member of the national Association.

The chapter is free to decide whether or not to suspend chapter dues, and also to decide whether or not to offer regular chapter membership privileges to a Special Member.

Action suspending dues will be limited to one year for reasons of unemployment or professional study in a school of social work. In the case of illness, dues may be suspended for more than one year, depending on the duration of the illness.

The cooperation of members of the Association is asked in bringing this notice to the attention of former members who may wish to apply for reinstatement prior to October 1, 1938 when the new regulations go into effect. As it is not possible to notify former members individually, it is necessary to depend on reaching them through COMPASS announcements and the assistance of active members so that those who will be affected by the new regulations will have advance notice in regard to them.

Reinstatements prior to October 1, 1938

Former members who wish to apply for reinstatement before the new regulations go into effect on October 1, 1938, may do so under the current procedure which requires that an application form be filled out, bringing the former member's record up to date, for committee review and action.

Members Whose Current Dues are in Arrears

Members whose current dues are now in arrears or become so prior to October 1, 1938, will be notified of the new regulations before they resign or are dropped from membership. If payments are not made because of one of the three reasons accepted as valid, they may apply for transfer to the Special Member List instead of resigning or dropping out of membership. Similar notification will be given subsequent to October 1, 1938 to all members whose payments become overdue.

New Studies Available

"Public Welfare Job Studies," which is an analysis of positions in public agencies, has just been published by the American Public Welfare Association. The research on this study was directed by Ella Weinfurther Reed. This pamphlet of 75 pages (price

\$1.00) is well worth the attention of chapter Civil Service and Personnel Committees.

The American Public Welfare Association has recently published a mimeographed bibliography on public welfare personnel. This has a very complete list of items that can be purchased for 10¢.

Professional Strengths and Their Attainment

(Continued from Page 16)

us is our realization that in the long run if we are to perfect state-wide and nation-wide organization we must in the long run subordinate the flow of money to the establishment of a plan which in numerous aspects will counter many conditions which would naturally be set up in the interests of monetary provision. I speak not the less for economy and efficiency when I urge that the distribution of money must ultimately yield to standards and principles set up quite independently of monetary sources. I can illustrate this by pointing out that in public assistance when you seek to distribute money in accordance with its source or in accordance with the incidence of population you necessarily enter into direct conflict with the uniform operation of any welfare plan.

The third concern of the profession has to do with the development, maintenance and control over the standards of performance within the profession.

Long ago, as now it seems, it was my privilege, if you can call it a privilege, to look down upon the scene which followed the bomb explosion between the house of J. P. Morgan and Company and the United States Treasury Building on Wall Street. After brushing a shower of glass from my hair and clothes, I peered down through the window frame upon the mad scramble for safety. Those within doors sought safety outside, and those outside sought it within. The mob surged up the street and then for no reason at all quickly turned, as if shot, and stampeded down the street. This surge and flow of humanity continued thus for a time until from the south there appeared the companies of the regiment maintained on Governor's Island for just such an emergency, while from the north the fire engine companies and along other streets the police reserves came rushing in. The transformation which followed was amazingly sudden. The street in a moment of time was cleared of every vestige of humanity and those who had been a moment ago tearing up and down with the ebb and flow of the crowd, were peaceful onlookers along a well guarded thoroughfare.

A decade or more after this event, at the self-same spot, another sudden panic seized much the same crowd, only this time great numbers of our people became immediately involved. The same surge upward and downward occurred, not in the public highways perhaps but in the minds of people and especially in the public markets of the country.

Only this time there were no trained regiments waiting in expectancy, no civic controls ready to spring into action, no trained leaders whose readiness, equipment, and knowledge of the principles at work were publicly recognized and respected.

Now I am not concerned with the fact that an emergent situation was involved in either case. I am concerned with the fact, however, that what happens when an emergent situation does arise, demonstrates both the necessity for and the effectiveness of social controls. Today we are engaged in the solution of that problem for the future. In other words we are seeking to train, organize, equip and above all to lead human forces whose knowledge of the corrective principles involved, within the domain of this profession, and whose ability to handle the situation is such as to command the respect and confidence of the public at large. Basically mankind exhibits extraordinary capacities for patience and fortitude. Assurance that the social pressures affecting them are under control and that their interests have been reposed in trained and trustworthy hands is, however, essential.

There has been already sufficient recognition of the immediate task so that large numbers of the very highest type of Americans are being attracted to the scene. From this standpoint alone we have no need to be concerned. Each established profession in this country has in turn made its appeal successfully to those best endowed to arm that particular profession—the leaders among the new recruits have never been slow in making their appearance.

The basic education of the profession, however, should precede any thought of specialized function. I am fairly convinced that in this profession as in any other the idea of specialization and special function should be kept from the mind of the individual until he has gained as broad as possible a foundation. Personality must be given every opportunity to develop. We cannot afford the least narrowness of vision. From this standpoint the movement under way on the part of the state universities and land grant colleges is undoubtedly the most significant development at present. It will lead naturally to the development of college courses in preparation for the professional courses and training. The recognition in this movement of the leadership of the established society and associations of the profession's schools is of profound importance.

Last week I was at the Princeton reunion where our class has just given to the university its memorial fund. Instead of being used for artistic and architectural designs this

fund is to aid in the endowment of the Princeton School of Public Affairs. There is an idea there, it seems to me, that might be emulated by these other universities and their alumni. I suggest this as a precedent for the endowment of social work schools within the university.

I have been particularly interested in looking through the catalogues of the schools of social work to see for example what attention has been given to the matter of law. While I do not wish in any wise to over-emphasize it, I think that it is generally recognized from the standpoint of method and training that the law may be entitled to a somewhat greater influence than it has had in this profession.

I am myself at a loss to determine where law ends and social service begins and in fact I think that a degree of overlapping as applied to most of the older professions is the privilege of the social work profession in its administrative and coordinating capacity. In any event law and social work are siblings. One is mainly objective and the other mainly subjective in their character and approach, but they both deal primarily with the individual and with his relationships in society. The case method I may say is basic in the training in either case.

It does seem to me that every member in good standing of the social work profession should know something both of substantive and procedural law. From the substantive standpoint, for example, I would include at least the main principles of law relating to domestic relations, including infancy, the elemental principles of landlord and tenant law, some knowledge of criminal law, the basic theories of modern social legislation and its legal background, and certain other related subjects. From the procedural standpoint I would include the basic principles of fact finding by judicial process, the common methods of invoking the jurisdiction of a court, some knowledge of ordinary legal remedies, and some knowledge of the jurisdiction and procedures of magistrate courts, small claim courts, juvenile courts and courts of domestic relations, and perhaps some knowledge of administrative procedures of a judicial and discretionary kind and their control by judicial process. The latter field is of course basic training for the social work administrator.

The point is, however, that the social worker himself should not be bewildered when confronted with a simple legal form or a simple legal difficulty. I have ever observed that some familiarity with legal corridors has added tremendously to the power and self-reliance of everyone who possesses it.

Of course I would predicate the same necessity in relation to the basic principles of medicine, to the functioning of the human organism, as well as to elemental medical procedures, and so of the other essential sciences. The social worker must be able to inspire confidence by her familiarity with the ways and with the material of the related sciences.

When in any consideration of this problem of qualifications and standards we get beyond the basic training courses of the profession, we are met with the assumed difficulties arising out of the wide variety of technical services included within the activities of the profession. Let me say that this difficulty must not be allowed to prevent a frontal attack upon the problem of functional definition within the profession. No other course seems to me possible. I have noted an attempted definition of a social worker as the employee of a recognized social agency. On the other hand there have also been attempts to define a recognized social agency as an agency which employs one or more recognized social workers. That is about as bad as defining a felon as one subject to imprisonment and a prison as a place for the incarceration of felons.

This difficulty in the description of job functioning is definitely, it seems to me, tied up with the deficiency in organizational functioning.

I think that most functions from the field worker up to and including a large proportion of the definitely specialized fields would thus be automatically defined. Organization defines function. And conversely I am not at all sure that some direction may not be given to this job of coordination by the very process of job definition.

I do not happen to have seen a real attempt to analyze this personnel problem in relation to what has been accomplished in the certification and registration of teachers. To be sure the situation there from the standpoint of government is somewhat different but we have at least a basic analogy to the relatively successful attempts to work out systems of certification among teachers according to their function which is after all not quite as simple as may first appear. I realize that the social work profession presents a much more complicated picture, but the basic problem of certification on a functional basis seems to me quite similar.

The maintenance of standards, too, is far more effective, it seems to me, if its actual controls are removed entirely from the standard setting organization itself. For example, I think that the medical controls are more effective in relation to the performance of

services in and about the hospitals of the country than is any attempt to govern the standards of the profession in relation to the society itself. The reason seems clear since it may handicap expansion and overemphasize prestige.

There is another phase of the situation, however, in this profession of ours which is bound to play an effective part in the maintenance of standards although it has not been recognized for such a purpose or at least utilized up to this time. Most of the functions of the social work profession are public functions. Many of them insofar as they may not be actually assumed by government are capable of governmental supervision. Not only are they capable of licensed supervision but the demand for it cannot be and perhaps should not be resisted in appropriate spheres. One cannot predict of course to what extent the lines between government operation and government supervision will remain as clearly drawn as even now they are but in relation, for example, to those agencies whose specialized function lies in the realm of child care, placement, and other treatment of children and more recently as affecting private institutions of one kind or another, one might easily suppose that qualified or certified workers may be actually required by law in the performance of various functions. We must bear in mind that many important legal effects follow the recognition of professional status. A recent case in Massachusetts* collects a great deal of the law relative to professional status and the licensing of professional agencies and individuals.

But I do not think we need ever be alarmed at the prospect of undue encroachment upon the private sphere. The public departments are your children and your service to them even in relation to those functions which have been largely assumed by the government is too clearly recognized to cause concern in that regard.

There is still evident, for example, the principle that progress and experimentation go on apart from government and indeed to a large extent must go on in private fields where adherence to the rigid formulae apparently essential to all government operation is avoided. Nowhere is this better exemplified, for example, than in the system of progressive and experimental schools in New York where either through the transfer of personnel or through deliberate acceptance of demonstrated principle the system of public education is being molded by laboratories set up under private auspices.

In conclusion I want to say a few words about our mission. You know that a philosophy, akin to the doctrines of Oswald Spengler, is quite prevalent nowadays. They say that we have reached the Caesarian stage of the modern culture. The WPA answers the appeal for bread and the circus. Paradoxically enough our humanitarian efforts result only in the spread of cruelty and inhumanity, as they are alleged to have done in Caesarian times. Comparisons of this sort are piled one upon the other.

There is perhaps some answer to this rather sophistical analogy in the very thing we are now talking about. It is said, for example, that the various professions, all of them, go back ultimately to the priestly function. This process whereby social groups have taken over the responsibility for any particular professional sphere of service is termed the process of secularization.

But another process has been going on at the same time, a by-product perhaps, but far more significant I think in relation to the hope that it holds for the future. I refer to the process whereby knowledge and learning originally conceived as the peculiar property of a select group has been to a great extent dedicated, like a highway, to public use. It is not alone the dissemination of learning of which I speak. It is rather the adoption of the theory that fields of knowledge essential to the best mode of life, and not merely the application of that knowledge for our benefit, is the heritage of us all. We have had enough of esoteric wisdom. We do not wish to live under a regime of special cults. It is far better that the knowledge we gain should be conveyed as far as possible to those we seek to serve. There is no need to wrap ourselves in a cloak of mystery and seek prestige on the basis of our assumed wisdom. We have a message to carry to our clients. We are a vessel of learning, not its receptacle.

I think one of the healthiest signs in the medical profession today is the new philosophy that patients are entitled to know the secrets of health and right living and treatment insofar as they can be adequately vouched for by the profession. I am told that in Scotland, under government auspices, modern technics and medical discoveries are being systematically disseminated to and through local physicians. If there is any hope of avoiding the dismal future inherent in the philosophy of Spengler, it seems to me it must come in large measure from the ability of this profession to convey a new way of life to all those whom it so earnestly seeks to serve.

* *McMurdo v. Getter*, 10 N. E. (2d) 139.

FILE FOR U.S. CIVIL SERVICE EXAM BEFORE SEPTEMBER 6, 1938

The following announcement of scheduled Civil Service Examinations for positions in the Bureau of Public Assistance and the Bureau of Research and Statistics, Social Security Board, and the Children's Bureau, Department of Labor, ought to be of interest to all members of the Association. In addition to the fact that this series of examinations will establish an eligible list from which personnel can be selected for some time to come, the stipulation of graduate work (for which no substitution will be accepted in the case of candidates for the position of Associate Consultant in Public Assistance) marks a new trend toward the insistence upon high standards of preparation. Although no confirmation could be secured, it is generally believed that the registers resulting from this examination may be used in filling other social work positions in the federal service.

UNITED STATES CIVIL SERVICE EXAMINATIONS

No. 84
(Unassembled)

SENIOR CONSULTANT IN PUBLIC ASSISTANCE, \$4,600 A YEAR
CONSULTANT IN PUBLIC ASSISTANCE, \$3,800 A YEAR
ASSOCIATE CONSULTANT IN PUBLIC ASSISTANCE, \$3,200 A YEAR
ASSISTANT CONSULTANT IN PUBLIC ASSISTANCE, \$2,600 A YEAR

Optional Subjects

1. Case work.

2. Social research and statistics.

Bureau of Public Assistance and Bureau of Research and Statistics (Social Security Board) and Children's Bureau (Department of Labor)

APPLICATIONS MUST BE ON FILE WITH THE UNITED STATES CIVIL SERVICE COMMISSION AT
WASHINGTON, D. C., NOT LATER THAN THE FOLLOWING DATES—

(a) September 6, 1938, if received from States other than those named in (b), below.

(b) September 9, 1938, if received from the following States: Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

The United States Civil Service Commission announces open competitive examinations for the positions named above. Vacancies in these positions in Washington, D. C., and in the field, and in positions requiring similar qualifications, will be filled from these examinations, unless it is found in the interest of the service to fill any vacancy by reinstatement, transfer, or promotion. The salaries named above are subject to a deduction of $\frac{3}{2}$ percent toward a retirement annuity.

Employment lists.—Separate lists of eligibles will be established in each grade for each of the optional subjects listed above. Applicants should state in their applications the optional subject or subjects in which they wish to qualify.

There may be some positions filled from these registers which call for specialized experience in social work dealing with the physically and mentally handicapped, and in community organization in social work.

Duties.—*Senior Consultant in Public Assistance:* To act as regional representative of the Bureau of Public Assistance or as field representative for some of the services of the Bureau of Research and Statistics; to supervise the rendering of consultative service to State and local officials; to review the analysis of State plans for old-age assistance, aid to the blind, and aid to dependent children; to plan and direct the collection, analysis, and presentation of current statistics in the above-named types of assistance; and to supervise special studies in regard to technical procedures and practices of State and local agencies administering public assistance.

Consultant in Public Assistance: To assist the regional representative or field representative in providing consultative service; to conduct research studies in public assistance and to furnish assistance to States in social research programs; to analyze statistical data and to analyze State plans for the types of assistance named under "Senior Consultant in Public Assistance"; to conduct special studies and render specialized consultative services of highly technical character; and to furnish assistance to States in connection with programs of staff development.

Associate Consultant in Public Assistance: To analyze State plans and provide technical advice in research and statistics in connection with the types of assistance named under "Senior Consultant in Public Assistance"; to supervise the collection and presentation of statistical data reported by State and local agencies; and to make studies of and render technical advice on the administration of public assistance.

Assistant Consultant in Public Assistance: To assist in the analysis of State plans; to assist in making studies of administration of public assistance; to assist in the collection and compiling of statistical data reported by State and local agencies; and to assist in social research studies.

Explanation of terms.—A recognized social case-work agency under private auspices will be considered to be a social agency which has had, for at least the last 2 years of the applicant's employment therein, standards of work required to be maintained by agencies which are members of the Family Welfare Association of America or the Child Welfare League of America; in the case of medical social work agencies, their standards must be equivalent to those recommended by the American Association of Medical Social Workers. Standards of similar quality will be required by the Commission of those agencies in the field of public welfare.

Social research and social statistics will be considered to be research and statistics in the field of social work.

Public assistance refers to financial assistance and other services paid for by public funds and rendered to needy individuals.

Basis of ratings.—Competitors will not be required to report for examination at any place, but will be rated on the extent and quality of their education, experience, and fitness which are relevant to the duties of the position applied for, on a scale of 100, such ratings being based upon competitors' sworn statements in their applications and upon corroborative evidence.

Statements concerning qualifications will be verified by the Commission; exaggeration or misstatement will be cause for disqualification.

APPLICANTS MUST POSSESS THE FOLLOWING QUALIFICATIONS (THE BURDEN OF PROOF IS ON THE APPLICANT)

1. They must be citizens of the United States.
2. For positions in the apportioned service at Washington, D. C., they must show legal or voting residence in the State or Territory claimed for at least 1 year next preceding the closing date for receipt of applications.
3. *Education.*—For any of these positions, except for the substitution provided for below, applicants must have successfully completed a full 4-year course leading to a bachelor's degree in a college or university of recognized standing, and in addition, they must have successfully completed at least one year of postgraduate study in an accredited school of social work.

Substitution of experience for postgraduate study.—Applicants for the positions of Senior Consultant in Public Assistance and Consultant in Public Assistance may substitute 1 year of experience in professional social case work or professional social research for the required 1 year of postgraduate study.

For the positions of Associate Consultant in Public Assistance and Assistant Consultant in Public Assistance no substitution can be made for the required year of postgraduate study.

4. *Experience.*—Except for the substitution provided for below, they must show that they have had progressive and responsible experience in the field of the optional subject chosen of the length, kind, and quality specified in the following paragraphs:

Senior Consultant in Public Assistance, Option No. 1 (Case work): At least 5 years of full-time paid experience, at least 3 years of which must have been in social case work in a Federal, State, or local agency administering public assistance or in a recognized social case-work agency under private auspices, or in a combination of such experience; and at least 2 years of which must have been in one of the following: (a) Executive work in a recognized public or private case-work agency in which the applicant must have demonstrated administrative ability of a high order, adequate for directing other professional social workers, (b) consultant work with a recognized public or private social agency in which the applicant served as an expert in case-work services, personnel administration, or in family economics, or (c) teaching in an accredited school of social work, or (d) in any combination of (a), (b), and (c).

Option No. 2 (Social research and statistics): At least 5 years of paid experience, at least 4 years of which must have been in social research or social statistics in a Federal, State, or local agency administering public assistance or in a social agency or research foundation under private auspices; and at least 1 year of which must have been in one of the following: (a) Executive work in a recognized public or private case-work agency in which the applicant must have demonstrated administrative ability of a high order, adequate for directing other professional social workers, (b) consultant work with a recognized public or private social agency in which the applicant served as an expert in case-work services, personnel administration, or in family economics, or (c) teaching in an accredited school of social work, or (d) in any combination of (a), (b), and (c).

In all of this experience in both options, applicants must have demonstrated outstanding ability for leadership in initiating and carrying out broad community social service projects and the ability to cooperate with public and private organizations.

Consultant in Public Assistance, Option No. 1 (Case work): At least 4 years of full-time paid experience, at least 3 years of which must have been in a Federal, State, or local agency administering public assistance or in a recognized social case-work agency under private auspices or in a combination of such experience; and at least 1 year of which must have been in one of the following: (a) Executive work in a recognized public or private case-work agency in which the applicant must have demonstrated the ability to direct other professional social workers, (b) consultant work with a recognized public or private social agency in which the applicant served as an expert in case-work services, personnel administration or family economics, or (c) teaching in an accredited school of social work, or (d) in any combination of (a), (b), and (c).

Option No. 2 (Social research and statistics): At least 4 years of paid experience, at least 3 years of which must have been in social research or social statistics in a Federal, State, or local agency administering public assistance or in a social agency or research foundation under private auspices; and at least 1 year of which must have been in one of the following: (a) Executive work in a recognized public or private case-work agency in which the applicant must have demonstrated administrative ability of a high order, adequate for directing other professional social workers, (b) consultant work with a recognized public or private social agency in which the applicant served as an expert in case-work services, personnel administration, or in family economics, or (c) teaching in an accredited school of social work, or (d) in any combination of (a), (b), and (c).

In all of this experience, in both options, applicants must have demonstrated ability for leadership in planning and carrying out broad community social service projects, and the ability to cooperate with public and private organizations.

Associate Consultant in Public Assistance, Option No. 1 (Case work): At least 2 years of full-time paid experience, at least 1 year of which must have been in a Federal, State, or local agency administering public assistance or in a recognized social case-work agency under private auspices or in a combination of such experience; and at least 1 year of which must have been in one of the following: (a) Supervision of qualified case workers in a recognized public or private case-work agency, (b) consultant work with a recognized public or private social agency in which the applicant served as an expert in case-work services, personnel administration, or family economics, or (c) teaching in an accredited school of social work, or (d) in any combination of (a), (b), and (c).

Option No. 2 (Social research and statistics): At least 2 years of paid experience, at least 1 year of which must have been in social research or social statistics in a Federal, State, or local agency administering public assistance or in a social agency or research foundation under private auspices; and at least 1 year of which must have been in one of the following: (a) Supervision of qualified social workers in a recognized public or private social agency, (b) consultant work with a recognized public or private social agency in which the applicant served as an expert in case-work services, personnel administration, or in family economics, or (c) teaching in an accredited school of social work, or (d) in any combination of (a), (b), and (c).

Assistant Consultant in Public Assistance, Option No. 1 (Case work): At least 1 year of full-time paid social case-work experience in a Federal, State, or local agency administering public assistance or in a recognized social case-work agency under private auspices, or in a combination of such experience.

Option No. 2 (Social research and statistics): At least 1 year of paid experience in social research or social statistics in a Federal, State, or local agency administering public assistance or in a social agency or research foundation under private auspices, or in a combination of such experience.

Substitution of additional education for experience.—For any of these positions applicants may substitute for not more than 1 year of the experience prescribed above either (1) 1 additional year of postgraduate study in an accredited school of social work, or (2) 1 year of postgraduate study in the graduate school of a college or university of recognized standing, provided such study included at least one course in public administration or statistics. For the positions of Senior Consultant in Public Assistance, Consultant in Public Assistance, and Associate Consultant in Public Assistance, however, no substitution of additional postgraduate study can be made for the required specialized experience described under (a), (b), (c), and (d), for each of these positions.

Note.—Experience, to be qualifying for any of these grades, must have been comparable in scope and importance with the functions outlined in the "Duties" paragraph for the grade involved.

Nonqualifying experience.—Experience not involving either responsibility for the supervision of other professional social workers, or responsibility for planning and developing policies or procedures will not be accepted as meeting the requirements for the positions of Senior Consultant in Public Assistance, Consultant in Public Assistance, or Associate Consultant in Public Assistance.

Caution.—For all grades, at least 1 year of the required education or experience must have been obtained within the 5 years immediately preceding the date of the close of receipt of applications.

Additional credit.—Additional credit will be given applicants who have had qualifying experience in an executive or consultative position on a Federal or State staff in a State-wide public assistance program or as a member of a Federal or State field or training staff in such a program.

5. **Age.**—On the date of the close of receipt of applications specified in (b) at the head of this announcement, applicants for the positions of Senior Consultant in Public Assistance and Consultant in Public Assistance must not have passed their fifty-third birthday, applicants for the position of Associate Consultant in Public Assistance must not have passed their forty-fifth birthday, and applicants for the position of Assistant Consultant in Public Assistance must not have passed their fortieth birthday. These age limits do not apply to persons granted preference because of military or naval service, except that such applicants must not have reached the retirement age.

Applicants who attain eligibility and are selected for appointment must furnish proof of date of birth to the appointing officer at the time of reporting for duty. Applicants

should *not* submit such proof to the Civil Service Commission. An extension of time, not to exceed 6 months after appointment, may be granted upon satisfactory evidence that additional time is necessary. Notices of ratings sent to eligibles will contain further information.

6. **Physical ability.**—Applicants must be in sound physical health. Remediable defects or curable disease will not exclude a person from examination, but proof that such defects have been remedied, or the disease, if any, cured, must be received during the life of the eligible register before persons otherwise qualified may be considered for appointment under civil-service rules.

A rigid physical examination will be made by a Federal medical officer before appointment. Persons who are offered appointment must pay their own expenses in reporting for duty. If upon reporting at the place of assignment they are found ineligible because of physical defects they cannot be appointed and no part of their expenses for returning home can be borne by the Government.

APPLICANTS MUST FILE THE FOLLOWING WITH THE UNITED STATES CIVIL SERVICE COMMISSION, WASHINGTON, D. C., NOT LATER THAN SEPTEMBER 6, 1938

1. Application Form 8, properly executed, *including* the Officer's Certificate of Residence. Only one application should be filed by a person wishing to apply for two or more of these positions and optional subjects. (See paragraph headed "Assignment of grade" below.)
2. Applicants who wish to claim veteran preference must file Preference Form 14 (blue) properly executed and accompanied by the documentary proof required therein.
3. Foreign-born applicants must submit with their applications proof of United States citizenship.
4. Applicants must submit with their applications their unmounted photographs, taken within 2 years, with their names written thereon. Proofs or group photographs will not be accepted. Photographs will not be returned to applicants.
5. Applicants must submit a report of approximately 3,000 words, describing the organization in which they have acquired their best experience for this examination, and the character and degree of their participation therein, covering the following points: (a) Organizational structure of the department or agency; (b) its functions; (c) the position (or positions) held therein; (d) some of the difficulties, problems, or tasks assigned them for solution or execution; (e) analysis of these difficulties, problems, or tasks to show the principles or policies involved; and (f) methods or technique used in solving or executing them.
6. Applicants must submit a detailed description of each employment which they consider qualifying, together with a list of titles of studies or publications. For both options, they must submit at least one written article in the field of social work as corroborative evidence of ability to organize material and write reports.
7. Applicants who seek to qualify under *Option No. 2* must submit at least one written article, published or unpublished, as evidence of social research experience and must designate accurately and clearly their part in the preparation of material submitted.

Certification.—Certification to fill vacancies in these positions in the field service will be made of the highest eligibles on the appropriate register from the entire country who have not expressed unwillingness to accept appointment where the vacancy exists, except that certification may be restricted to the State or group of States in which the vacancy exists, provided that satisfactory evidence is presented to the Commission, by the department or office requesting certification, showing that the needs of the service will be better met by such restricted certification. The department or office requesting certification of eligibles has the legal right to specify the sex desired.

Application forms.—The necessary forms may be obtained from the Secretary, Board of United States Civil Service Examiners, at any first-class post office, from the United States Civil Service Commission, Washington, D. C., or from the United States Civil Service district office at any of the cities given below (the title of the examination desired should be stated):

Atlanta, Ga., New Post Office Building.	New York, N. Y., Federal Building, Christopher Street.	San Francisco, Calif., Federal Office Building.
Boston, Mass., Post Office and Courthouse Building.	Philadelphia, Pa., Tenth Floor, Gimbel Building.	Honolulu, T. H., Federal Building.
Chicago, Ill., New Post Office Building.	Seattle, Wash., Federal Office Building.	
Cincinnati, Ohio, Post Office Building.	St. Louis, Mo., New Federal Building.	Balboa Heights, Canal Zone, <i>Secretary Board of United States Civil Service Examiners.</i>
Denver, Colo., Post Office Building.	St. Paul, Minn., New Post Office Building.	San Juan, P. R., <i>Chairman, Puerto Rican Civil Service Commission.</i>
New Orleans, La., Customhouse.		

THE EXACT TITLE OF THE EXAMINATION DESIRED, AS GIVEN AT THE HEAD OF THIS ANNOUNCEMENT, SHOULD BE STATED IN THE APPLICATION FORM



